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ABSTRACT

This final report describes activities and accomplishments of the Kansas Services for Students with Dual Sensory Impairments Project, a project focusing on: (1) provision of services to infants, toddlers, children, and youth with deaf-blindness; and (2) technical assistance to public and private agencies, institutions, and organizations serving this population. The project provided technical assistance regarding effective practices related to the education of these students; provided specialized training for personnel working with children from birth to age 2; developed a portfolio tracking system to facilitate the documentation of student accomplishments and needed adaptations over time; provided transition services; coordinated activities with appropriate agencies and service organizations; and made available resources and activities for parents and families of these children and youth. A significant impact on both the quality and quantity of comprehensive service provision was documented for 98 children and youth with deaf-blindness in Kansas. The project is described in terms of its purpose; goals and objectives; conceptual framework; accomplishments; departures from original objectives and activities; findings; impact; products; and dissemination activities. (DB)

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KANSAS SERVICES FOR STUDENTS WITH DUAL SENSORY IMPAIRMENTS PROJECT
Project #H025A20039

FINAL REPORT

1996

EC304722

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EXECUTIVE SUMMARY

Kansas Service for Students with Dual Sensory Impairments Project

This project was designed to provide services for children and youth throughout the State of Kansas who have dual sensory impairments. It was intended to meet federal priorities regarding services for this population, including provision of services to infants, toddlers, children and youth with deaf-blindness; and technical assistance to public and private agencies, institutions and organizations (20 U.S.C. 1423).

The Kansas State Board of Education met these priorities through the identification of children and youth who have concomitant vision and hearing disabilities, and through the location and coordination of services for these youngsters and students. Assistance was provided to agencies and organizations regarding effective practices related to the education of students who have deaf-blindness; specialized training for personnel working with youngsters from birth to the age of two years was also supported by this project. The project developed a portfolio tracking system--a system to facilitate the documentation of student accomplishments and needed adaptations over time, to facilitate the transition process for children and youth who have deaf-blindness as they move from one setting to another. In addition, resources and activities for parents and families of children and youth with dual sensory impairments were made available as requested.

Seven goals provided the framework for the project activities:

GOAL 1 To identify children and youth who have dual sensory impairments

GOAL 2 To provide training, consultation, and technical assistance to public and private agencies, institutions, and organizations on effective practices related to dual sensory impairments

GOAL 3 To provide resources for families with children and youth who have dual sensory impairments

GOAL 4 To support the provision of effective practices for infants and preschoolers who have dual sensory impairments

GOAL 5 To provide transition services to youth who have dual sensory impairments

GOAL 6 To coordinate activities with appropriate agencies and service organizations

GOAL 7 To disseminate information regarding resources and effective practices related to dual sensory impairments

The major emphases of this project involved identification, differential diagnosis, education, training, consultation, materials development, dissemination and overall coordination of services based on the needs of the population of children and youth, from birth to 22 years of age described as having deaf-blindness. To ensure federal and state priorities these activities were provided within the administrative, organizational and supportive services framework of the Kansas State Board of Education. A significant impact on both the quality *and* quantity of comprehensive service provision for the 98 children and youth identified as having deaf-blindness in the State of Kansas, families and service providers has been demonstrated for the duration of this project.

SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
CFDA – STATE AND MULTI-STATE PROJECTS

Kansas Services for Students with Dual Sensory Impairments Project

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SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
CFDA – STATE AND MULTI-STATE PROJECTS

KANSAS SERVICES FOR STUDENTS WITH DUAL SENSORY IMPAIRMENTS PROJECT
FINAL REPORT

I. PURPOSE

The purpose of this project is to ensure exemplary programs and services for children and youth, throughout the State of Kansas who have dual sensory impairments. These priorities are met through the systematic identification of children and youth who have concomitant vision and hearing disabilities and improvement of services for these youngsters and students. Assistance is provided in a variety of training formats regarding effective instructional and support practices, products development, and resource dissemination to families and service providers.

II. PROJECT GOALS AND OBJECTIVES

Seven goals and sixteen objectives provided the framework for the activities of this project:

GOAL 1 TO IDENTIFY CHILDREN AND YOUTH WHO HAVE DUAL SENSORY IMPAIRMENTS

- Objective 1.1 Conduct child find activities, including: the advertisement of services availability, collection of records and evaluation of eligibility for services, maintenance of current registry certification information, and preparation of census reports.
- Objective 1.2 Provide information to school districts regarding functional hearing and vision assessments, and assist with screening for students likely to qualify for certification as having deaf-blindness.
- Objective 1.3 Administer the Kansas state deaf-blind fund, including establishment of funding priorities, review of local education programs' applications for reimbursement, and maintenance of records regarding disbursement of monies.

GOAL 2 TO PROVIDE TRAINING, CONSULTATION, AND TECHNICAL ASSISTANCE TO PUBLIC AND PRIVATE AGENCIES, INSTITUTIONS, AND ORGANIZATIONS ON EFFECTIVE PRACTICES RELATED TO DUAL SENSORY IMPAIRMENTS

- Objective 2.1 Provide a variety of training opportunities (including a statewide workshop and credit bearing institute and internships at model training sites), for service providers concerned with the education of students with dual sensory impairments, and support interested personnel with mini-grants for attendance.
- Objective 2.2 Execute a system by which service providers can request technical assistance, regarding effective practices related to dual sensory impairment, incorporating follow-up activities to help ensure implementation.

GOAL 3 TO PROVIDE RESOURCES FOR FAMILIES WITH CHILDREN AND YOUTH WHO HAVE DUAL SENSORY IMPAIRMENTS

- Objective 3.1 Provide support to Families Together weekend workshops, through consultation regarding topics of possible interest to families of children with dual sensory impairments and provision of scholarships for family attendance.
- Objective 3.2 Conduct a needs assessment of families of children with dual sensory impairments, and a network with other parent organizations in the State of Kansas to coordinate workshops for which a need was indicated by the collected data.

GOAL 4 TO SUPPORT THE PROVISION OF EFFECTIVE PRACTICES FOR INFANTS AND PRESCHOOLERS WHO HAVE DUAL SENSORY IMPAIRMENTS

Objective 4.1 Support statewide implementation of the INSITE preschool curricular model through the provision of INSITE training to new preschool staff and technical assistance to previously trained staff, and sponsorship of the attendance of trained parent advisors at state-level trainer's workshops.

Objective 4.2 Assist families and programs serving young children who have dual sensory impairments in the location of available community resources, and provide technical assistance, as needed, to preschool programs serving these youngsters.

GOAL 5 TO PROVIDE TRANSITION SERVICES TO YOUTH WHO HAVE DUAL SENSORY IMPAIRMENTS

Objective 5.1 Conduct a pilot study regarding the utility of student portfolios in facilitating coordinated life/transition planning for students with dual sensory impairments, and disseminate results and revisions to families and sending/receiving LEAs/agencies.

Objective 5.2 Provide technical assistance to LEA personnel concerned with the education of students with dual sensory impairments regarding functional curriculum, community based instruction, and individualized transition plan (ITP) development.

GOAL 6 TO COORDINATE ACTIVITIES WITH APPROPRIATE AGENCIES AND SERVICE ORGANIZATIONS

Objective 6.1 Coordinate training activities, technical assistance and dissemination, and activities related to inclusion with the CSPD, Program Improvement, and Restructuring Work Groups, respectively, of the Kansas State Board of Education Special Education Outcomes Team.

Objective 6.2 Maintain communication, coordinate activities, and share resources with HKNC Kansas, TRACES, The University of Kansas, and Part H staff members.

Objective 6.3 Represent the interests of individuals who have dual sensory impairments by serving on the Rehabilitation Services Advisory Committee.

GOAL 7 TO DISSEMINATE INFORMATION REGARDING RESOURCES AND EFFECTIVE PRACTICES RELATED TO DUAL SENSORY IMPAIRMENTS

Objective 7.1 Inform families and service providers of all resources and services currently available through this project (including a lending library), through publication of a tri-annual newsletter.

Objective 7.2. Disseminate information regarding Kansas services and effective practices for students who have dual sensory impairments through presentations to parent organizations and at local, state, and national professional conferences.

III. CONCEPTUAL FRAMEWORK

A multi-level approach to training and technical assistance systematically was used by this project to develop support systems enabling children and youth with dual sensory impairments to become more valued members of inclusive schools in their home communities. The intent is to build state capacity by developing and refining exemplary practices. By continually upgrading the skills and knowledge of families and practitioners in the state the services provided will increase.

IV. PROJECT ACCOMPLISHMENTS

GOAL 1 TO IDENTIFY CHILDREN AND YOUTH WHO HAVE DUAL SENSORY IMPAIRMENTS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objectives 1.1, 1.3 addressed

- In December 1992 a mailing was sent to all Kansas special education directors of students with deaf-blindness. It included a brochure describing services provided by the project.
- Nine students were "certified" or "recertified" as eligible to receive services from the project. Assessments for three additional students were reviewed and those students were determined no longer eligible.
- Approximately 40 students with deaf-blindness accessed $99,000 of the State Deaf-Blind fund for purchase of assistive technology and adaptive equipment.

Accomplishments Year 2 (October 1, 1993 - September 30, 1994)

Objectives 1.1, 1.3 addressed

- One hundred six children and youth were reported as eligible for deaf-blind services for this year.
- The project brochure was revised to reflect new project staff and mailed to all Kansas special education directors of students with deaf-blindness.
- Eighty-six children and youth were provided with approximately $103,00 worth of equipment, including positioning equipment, augmentative communication equipment, hearing aids, adapted toys, and staff training. During Year 2 seventy-four inquiries were made regarding these funds.

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objectives 1.1 addressed

- Ninety-six children and youth were reported as eligible for deaf-blind services for this year. Thirty-three were recertified and 3 were determined to be no longer eligible for services.
- The project brochure was revised to reflect new project staff and mailed to all Kansas special education directors of students with deaf-blindness.
- Forty-six children and youth with deaf-blindness were provided with approximately $61,257 worth of equipment, including positioning equipment, augmentative communication equipment, computer equipment, software, adapted toys, and staff training.

GOAL 2 TO PROVIDE TRAINING, CONSULTATION, AND TECHNICAL ASSISTANCE TO PUBLIC AND PRIVATE AGENCIES, INSTITUTIONS, AND ORGANIZATIONS ON EFFECTIVE PRACTICES RELATED TO DUAL SENSORY IMPAIRMENTS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objectives 2.1 addressed

- A week-long credit-bearing summer institutes (co-sponsored by the DSI Pilot PACE Project and the Severe Disabilities System Change SEIK Project) was provided on functional curriculum. Approximately 60 staff and parents of children with deaf-blindness attended. Stipends were provided to off-set the costs to participants.
- A statewide workshop (co-sponsored with the DSI Pilot PACE Project, the Severe Disabilities System Change SEIK Project, TRACES, and KSBE)) entitled Effective Practices in Special Education was held March 16 - 17, 1993. Topics included a parent's perspective on outcomes, A.D.A, the changing roles of paraprofessionals, the changing roles of special educators, facilitated communication, classroom assessment of students with the most profound disabilities, good instruction in inclusive settings, a review of Kansas' special education regulations, systems change, parent involvement in assessment and program development, use of the C.O.A.C.H. assessment and a poster session of effective Kansas effective practices.
- Five sites have been identified and received technical assistance to serve as internship sites (in cooperation with the DSI Pilot PACE Project and the Severe Disabilities System Change SEIK

Project in the areas of community-based instruction and instruction in the general education classroom.

- Procedures and $3,500 in funds have been developed for LEA staff to apply for mini-grants to plan improvement and attend training on effective practices.
- A team of staff working with students with dual sensory impairment worked with Dr. Michael Giangreco to develop and refine technical assistance follow-along model in Kansas.

Accomplishments Year 2 (October 1, 1993 - September 30, 1994)

Objectives 2.1

- The DSI Project collaborated with Families Together, Inc. to cover speaker fees, expenses, room rental, media equipment, child care, interpreter fees, and partial reimbursement for a Medicaid waiver workshop held in four geographical locations (Abilene, Topeka, Emporia, and Kansas City). A total of 37 parents and 52 professionals attended. Evaluation was collected for attendees at all locations using an eight item Likert scale. The workshop was rated from 3.1 to 4.0 on a 4 point scale with 4 being excellent.
- Families were sponsored by this project to Whatever *it takes..Rising to the Challenges of Community Inclusion* held April 28-30, 1994 in Wichita, Kansas. This conference was sponsored by the Kansas Department of Social and Rehabilitation Services, Mental Health & Retardation Services, Families Together, Inc., and Parent Training and Information Center for Kansas. Thomas Powell, Lou Brown, and Gina McDonald were keynote speakers.
- Families were sponsored by this project to Together *We Can Learn: A Conference on Supported Inclusive Education* was held January 29 in Topeka, Kansas and was sponsored by Families Together, Inc. and the Parent Training and Information Center for Kansas. Norman Kunc and Wayne Sailor were keynote speakers.
- A Summer Institute was held July 25-29, 1994 in Topeka, KS, co-sponsored by the Kansas DSI Project, TRACES, HKNC/TAC and the DSI Pilot Project: PACE. The week-long institute covered basic anatomy of the auditory and visual systems, etiologies of hearing and vision loss, and functional hearing and vision evaluation. Terry Rafalowski-Welch, Coordinator of the Deaf/Blind Project at AFB, facilitated the institute which included formal presentations followed by action planning to implement the content. John Mascia, Coordinator of Audiological Services at the Helen Keller National Center; Sally Roberts, Director of the Interpreter's Training project at the University of Kansas; Pam Cress, Coordinator of a Personnel Preparation Program to provide vision screening and evaluation services to children from birth to three years at the University of Kansas; and Joan Houghton, Program Associate with the Helen Keller National Center Technical Assistance Center, were guest speakers and facilitators. Nineteen teachers, paraprofessionals, early interventionists, peripatologists, and vision consultants attended. Satisfaction evaluation was collected for the institute as well as for each speaker. For the institute as a whole, nine questions evaluated the presentation effectiveness, handouts, workshop facilities, and format. On a five point Likert-type scale with 5 being strongly agree ratings averaged 4.5 to 4.79. Individually, speaker satisfaction ranged from 4.18 for applicability of ideas to 4.88 for knowledge of speaker.
- This project co-sponsored the *Supported Education: Effective Educational Practices for All Learners in Kansas Schools* September 29-October 1, 1994 in Wichita, Kansas. This conference represented a joint effort with The University Affiliated Program in Lawrence, Kansas National Education Association, Kansas Association of Special Education Administrators, Kansas Chapter of the Association for Persons with Severe Handicaps, Kansas Association of Elementary School Principals, and Kansas Association of School Psychologists. Five nationally recognized speakers on the subject of inclusive education presented with 21 programs in Kansas . Three hundred ninety-six teachers, paraprofessionals, families, administrators, related services personnel, school principals, community providers, and service agency representatives attended. Satisfaction evaluation was collected for individual sessions as well as for the conference as a whole. Overall, on a five point Likert-type scale with 5 being strongly agree ratings averaged from 3.93 for appropriate handouts to

4.83 for presenters using effective presentation strategies. Individual evaluation was mailed to each presenter.

- On-site consultation was provided for six students in Hugoton and Topeka, Kansas. Follow-up recommendations and written information were provided to the staff and families. Content areas addressed included: Choicemaking, positioning, eating, communication, developing peer involvement, assessing learning style, and scheduling.
- A summer institute with on-site follow-along was held July 31-August 1, 1994 in Kansas City on Orientation and Mobility. Twenty-eight professionals attended. Attendees completed Action Plans and Consumer Satisfaction.

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objectives 2.1 and 2.2 addressed

- A training workshop entitled, Deaf-Blind Training in Orientation and Mobility was held January 19 - 20, 1995 in Manhattan. Thirty-two professionals attended.
- As a follow-up to the Summer Institute held July 31-August 1, 1994 on Orientation and Mobility follow-along and on-site consultation occurred for 9 students with 7 teachers.
- A training session entitled, Communication for Learners who are Deaf-Blind was held March 2-3, 1995 in Kansas City. Thirty-one professionals attended from throughout the state. Attendees completed Action Plans, Knowledge Acquisition, Consumer Satisfaction reported in Section VI, Evaluation Findings.
- A summer institute with on-site follow-along was held July 31-August 1, 1994 in Kansas City on Orientation and Mobility. Twenty-eight professionals attended. Attendees completed Action Plans and Consumer Satisfaction reported in Section VI, Evaluation Findings.
- Documents that support a technical assistance request system were drafted. This system is not in place, but plans have been made to pilot and revise the system to make it more systematic and usable.

GOAL 3 TO PROVIDE RESOURCES FOR FAMILIES WITH CHILDREN AND YOUTH WHO HAVE DUAL SENSORY IMPAIRMENTS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objective 3.1 addressed

- One hundred thirty-nine parents attended a Parent workshop was co-coordinated with the Kansas Parent Center, Families Together. This project sponsored sessions to attend the conference.
- Twelve parents were given scholarships to attend Family Weekend conferences. Topics included parent-to-parent interactions, parent support groups, and challenges faced by parents and siblings.

Accomplishments Year 2 (October 1, 1993 - September 30, 1994)

Objective 3.2 completed; Objective 3.1 addressed

- A toll-free 1-800 number for parent questions and information. This number was widely disseminated at state family support and social services agencies. Additionally, it was published in the newsletter that is received by all families on children and youth on the deaf-blind census.
- A families survey was conducted during Project Year 2 to determine the content of family training activities. Seventy-two surveys were sent to families of children and youth in Kansas on the deaf-blind census with a 24% response. Families were asked to rank 28 topics for additional information and training. The findings suggest that families were most interested in the MAPS process, inclusion at the high school age, followed by eating skills, curriculum ideas, dressing skills, developing play in children, IEPs, increasing integration opportunities, and sexuality issues as topics of interest. Families were also asked to rate their preferred ways to learn the information from 10 choices. The most preferred method was to watch a teacher work with my child, followed by read written materials, watch a videotape, and attend a Family Enrichment Weekend.

- The DSI Project collaborated with Families Together, Inc. to cover speaker fees, expenses, room rental, media equipment, child care, interpreter fees, and partial reimbursement for a Medicaid waiver workshop held in four geographical locations (Abilene, Topeka, Emporia, and Kansas City). A total of 37 parents and 52 professionals attended. Evaluation was collected for attendees at all locations using an eight item Likert scale. The workshop was rated from 3.1 to 4.0 on a 4 point scale with 4 being excellent.
- Family scholarships amounting to $2,000 were provided to Families Together, Inc. for families to attend Families Together Enrichment Weekends. Six Family Enrichment Weekends were held during this project year in five locations across the state (Overland Park, Hays, Garden City, Lawrence, and Wichita).
- Additional funds were allocated to cover speaker fees and expenses, room rental, media, interpreters, meals and refreshments for two parent workshops during the project year:
- *Whatever it takes.. Rising to the Challenges of Community Inclusion* held April 28-30, 1994 in Wichita, Kansas was sponsored by the Kansas Department of Social and Rehabilitation Services, Mental Health & Retardation Services, Families Together, Inc., and Parent Training and Information Center for Kansas. Thomas Powell, Lou Brown, and Gina McDonald were keynote speakers.

  Together We Can Learn: A Conference on Supported Inclusive Education was held January 29 in Topeka, Kansas and was sponsored by Families Together, Inc. and the Parent Training and Information Center for Kansas. Norman Kunc and Wayne Sailor were keynote speakers.

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objective 3.1 addressed

- Sponsored 1 parent to March 2-3, 1995 "Communication Strategies for Individuals with Deaf-Blindness Conference in Overland Park, KS.
- Sponsored keynote speaker, Lewis Golinker for Assistive Technology Conference for Families Together
- Thirteen individuals representing 4 families with children with deaf-blindness attended a September, 8, 1995 Deaf-Blind Family Dinner meeting sponsored by the project in Topeka, KS to gain information about deaf-blind activities in Kansas and exemplary practices
- Information about the July 21-23, 1995 CHARGE Conference in Portland, Oregon was sent to all parents of children on the registry along with information about being reimbursed.
- Information about the October 19-21, 1995 HKNC Transition Conference in Falls Church, VA was sent to all parents of children on the registry along with information about being reimbursed.

GOAL 4 TO SUPPORT THE PROVISION OF EFFECTIVE PRACTICES FOR INFANTS AND PRESCHOOLERS WHO HAVE DUAL SENSORY IMPAIRMENTS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objective 4.1 addressed

- A needs assessment of 45 LEA staff previously trained was completed to assess the needs for on-site technical assistance.
- Information about the INSITE curriculum and future training was provided to five early childhood instructors.

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objective 4.1 addressed

- Two INSITE Trainings were held in Wichita (February 2 -9, 1995) and Overland Park (July 25 - 27, 1995) this year. Each training was offered with 2 hours of graduate credit through the University of Kansas, Department of Special Education. Thirty-one individuals attended the Wichita training and eighteen individuals attended the Overland Park training representing infants, toddlers, and preschoolers in home and center-based programs as teachers, consultants, paraprofessionals, physical therapist, parents and facilitators. Consumer Satisfaction was collected for both trainings and reported in Section VI, Evaluation Findings.

GOAL 5 TO PROVIDE TRANSITION SERVICES TO YOUTH WHO HAVE DUAL SENSORY IMPAIRMENTS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objective 5.1 addressed

- A draft system for collecting student portfolio information was developed to include documentation related to identifying a desirable future for the student (i.e. lifestyle planning), relationship of IEP goals to that vision, documentation of skills attained throughout the student's educational career including vocational history or resume, documentation of adaptations that have been successful, and documentation of attainment of identified state outcomes.

Accomplishments Year 2 (October 1, 1993 - September 30, 1994)

Objective 5.1 addressed

- A working draft of Student Portfolios and evaluation to pilot the portfolio system were developed.

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objectives 5.1, 5.2 addressed

- Field testing for the student portfolio system was conducted by seven persons in one school district consisting of special education, regular education, parent, and administrators. Field-testing was for satisfaction with the content and format of the system. Revisions were suggest for the parent inventory section. The student profile and choice section are complete. A managing editor has been hired to incorporate the field-test edits and to conduct two training workshops on the use of the system in June and August, 1996 in the state.
- "Issues for students with Deaf-Blindness" was held August 17 - 18, 1995 in Abilene. Twenty-one individuals attended representing interpreters, psychologists, teachers, parents, vision consultants, director of special educators, and rehabilitation counselors.

GOAL 6 TO COORDINATE ACTIVITIES WITH APPROPRIATE AGENCIES AND SERVICE ORGANIZATIONS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objectives 6.1. 6.2 addressed; 6.3 discontinued

- Staff participated in 24 meetings of the Restructuring Work Group at KSBE in order to collaborate and coordinate a variety of activities. Some of these activities were: the identification of effective practices for educating students with DSI in inclusive settings, systems change issues at the SEA level related to inclusion, collaboration on teacher training activities and resource development. Through participation with this Work Group project staff were able to influence policy decisions supporting full inclusion and resource dissemination from the SEA related to inclusion.
- Project staff met regularly with the Severe Disabilities Systems Change Grant to coordinate closely on most project goals. Those which received particular emphasis were those activities related to staff development, resource development, technical assistance provision, student portfolio development and internship site development.
- Project staff, Systems Change Grant staff and staff from the university of Kansas met to discuss the development of complementary documents related to effective practices (project-produced) and a checklist for identifying practicum sites (university-produced). These collaborative efforts led to a joint meeting of university, grant, and internship site staff and TRACES staff to identify effective practices for educating students with dead-blindness in inclusive settings.
- Project staff collaborated with TRACES to identify effective practice indicators for education students with DSI in inclusive settings.
- Staff provided the names of seven teachers to the AFB Deaf-Blind project for participation in field testing new materials.

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Accomplishments Year 2 (October 1, 1993 - September 30, 1994)

Objectives 6.1, 6.2 addressed

- A joint DSI/PACE Advisory Council of 28 members representing HKNC, HKNC TAC, KU, parents, TASH, vocational rehabilitation, Part H, preschool, Deaf Services, Blind Services, the state systems change project (Project SEIK), teachers, institutional residential services, and administrators was held to assure collaboration and representation of deaf-blind issues in state and federal agencies. At this meeting services and accomplishments to date were described.
- Project staff held a Dual Sensory Impairment Advisory Council meeting September, 28, 1995 for its 21 member council of parents, university faculty, teacher and adult services providers.
- Project staff serve on a number of state councils (e.g., Transition, Early Childhood, Quality Performance Accreditation, Special Education Outcomes Team, etc.) to provide direction and information for issues of interest for children and youth with dual sensory impairments.
- DSI staff participated in a national survey for the Perkins National Deaf-Blind Training Project and indicated willingness to participate in regional planning.
- DSI Project Staff disseminated a national survey (National Agenda for the Education of Children and Youth with Visual Disabilities Likelihood - Impact Analysis) for the Perkins National Deaf-Blind Training Project to ten teachers and consultants throughout the state.
- A nationwide parent questionnaire about educational placement and instruction with the TRACES project was disseminated to families on the Kansas Deaf-Blind census.
- Letters of support were written for the American Foundation for the Blind federal proposal and potential collaboration was addressed with "Hand in Hand: Essentials of Communication

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objectives 6.1, 6.2 addressed

- Project staff served on the Kansas Commission for Deaf & Hard of Hearing committee to investigate the use of interveners in appropriate education for deaf-blind.
- See goal 7 for presentations at 2 Part H meetings.
- Project Staff participated in a November 17, 1995 Perkins National Deaf/Blind meeting in New Orleans.
- Project Staff worked with Perkins to sponsor a parent and 2 teachers to "Critical Issues of Including Learners who are Deaf/Blind in School and Community Settings in Lubbock, TX, June 24-29, 1995.

GOAL 7 TO DISSEMINATE INFORMATION REGARDING RESOURCES AND EFFECTIVE PRACTICES RELATED TO DUAL SENSORY IMPAIRMENTS

Accomplishments Year 1 (October 1, 1992 - September 30, 1993)

Objectives 7.1, 7.2 addressed

- The project-sponsored Loan Library disseminated 316 books, manuals, videotapes and assessments. Of those, 156 were project-developed materials which were disseminated at no charge. The other materials were loaned on a one month basis. Of the 156 manuals-materials given away, 109 were the booklet on MAPS, 18 were Assessment Tools booklets, 24 were collaborative Teaming, and 5 were on Lifestyle Planning. A total of 126 persons requested items from the library; they included 33 school district staff, 31 teachers, 27 administrators and directors, 15 university staff, 7 parents, 7 unknown roles, and 4 out-of-state departments of education and 2 grant staff.
- On issue of the Kansas Exchange was distributed to 750 teachers, related services providers, university staff, parents, administrators and adult service providers. In November 192 the Kansas Exchange newsletter was consolidated with other newsletters from KSBE to three issues of three SPOTLIGHT newsletter.
- Two thousand copies of the third edition of the MAPS manual were reprinted.
- Two thousand project brochures were printed and 500 were distributed at national conferences and thorough mailings to state directors, teachers and parents.
- Project staff provided one presentation on effective practices, collaboration and integrating delivery of related services to 70 staff in Wichita.

- Project staff facilitated a small group on early childhood issues at the Deaf-blind Symposium.

Accomplishments Year 2 (October 1, 1993 - September 30, 1994)

Objectives 7.1, 7.2 addressed

- A parent toll-free number has been installed to address family questions.
- Project staff responded to six responses from school districts and hospitals inquiring about deaf/blind services and eligibility of children.
- Fifty packets were additionally disseminated at a Community Fair in the state.
- The Kansas State-Wide Resources for Students with Deaf-Blindness was developed and disseminated at the Summer Institute. This resource contains eight resources listing a description of the service as well as contact information. Additionally, state and national resources are listed by eight relevant topics to deaf-blindness (e.g., cortical vision, CHARGE, usher syndrome) were included.
- The Deaf-Blind Perspectives newsletter (Teaching Research/TRACES newsletter) was disseminated to all parents of identified children and youth in Kansas.
- The Deaf-Blind project contributes to the quarterly "SPOTlight on Kansas: SPecial Education Outcomes Team newsletter.

Accomplishments Year 3 (October 1, 1994 - September 30, 1995)

Objectives 7.1, 7.2 addressed

Project staff presented on upcoming training and project services and activities at a January 9, 1995 Infant/Toddler Regional Meeting through ITV broadcasted to 7 cities in Kansas.

Project staff presented on upcoming training and project services and activities at a January 31, 1995 Part H Winter Regional Meeting through ITV broadcasted to 7 cities in Kansas.

V. DEPARTURES FROM ORIGINAL OBJECTIVES AND ACTIVITIES

- A discussion of problems and how they were resoled including departures from original objectives or planned activities.
- A consultant was hired during Year 1 to assist the Project Director to design and implement a procedure for recipients to request technical assistance (Activity 2.2.1)
- Activity 6.2.1, Coordinate technical assistance provision and resource dissemination with the Program Improvement Work group was revised to Coordinate activities with the Severe Disabilities Systems Change Project during Year 1 as a result of Special Education Outcomes Team of the Kansas State Board of Education restructuring and funding of a Severe Disabilities Systems Change Project.
- Activity 6.2.5 was completed in Year 1 as the Project Director's team of service to this committee was fulfilled.

VI. PROJECT EVALUATION FINDINGS

PROJECT IMPACT

The planned evaluation for this project incorporated both formative and summative procedures to produce quantifiable data to document that the project activities were completed as specified. The evaluation also included methods and procedures appropriate for levels of training and technical assistance effectiveness.

Level 1: Consumer Satisfaction

Consumer Satisfaction data were collected on many training activities described in Goal 2. The data presented below are from Year 3 only. Satisfaction data for Years 1 and 2 are presented in the narrative in Goal 2.

Objective 4.1 SKI*HI INSITE February 7-9, 1995
n=26
5 point scale with 5 being best, 1 being poorest

Mean score		Item
3.85	1	Compared to other programs I have attended, this workshop is in the
4.12	2	The state workshop objectives corresponded closely to what has actually been done (n=25)
3.7	3	Compared to the instructional staff of other programs, how would you rate the instructional staff of this program?
1.96*	4	did this program generally meet your expectations? *Yes or No option (n=25)
2*	5	Would you recommend this program to a colleague? *Yes or No option (n=25)
1.79*	6	Did you have enough information about this program before you arrived? *Yes or No option (n=24)
1.96*	8	If I had a choice, I would/would not (circle one) take a program from this instructor again *Would or Would Not (n=23)
3.77	9	I feel adequately prepared to apply the subjects covered (n=22)

Objective 4.1 SKI*HI INSITE July 25-27, 1995
n=18
5 point scale with 5 being Strongly Agree, 1 being Strongly Disagree

Mean score		Item
4.5	1	The workshop contained an appropriate amount of both lecture and audience participation.
4.33	2	The presenters used effective presentation strategies such as appropriate audio visual materials, instructional techniques, etc.
4.5	3	The presenters were well organized.
4.76	4	The presenters were responsive to individual questions pertaining to the presentation. (n=17)
4.33	5	The presenters demonstrated a thorough knowledge and understanding of the topic.
4.78	6	The presenters provided appropriate hand-out materials.
4.67	7	The workshop facilities were adequate and appropriate.
4.33	8	As a result of this workshop, my knowledge of the INSITE model and curriculum has increased.
4.33	9	As a result of this training, I feel I would be able to use the INSITE Curriculum.
4.06	10	The information on Motor Development was thorough and helped me to better understand how to use it.
4.06	11	The information presented on Handling and Positioning was thorough and helped me to understand how to use it.
4.06	12	The information presented on Cognition was thorough and helped me to understand how it can be utilized.
3.78	13	The information presented on the Feeding Program was thorough and helped me to understand how to use it.
3.77	14	The information presented on Orientation and Mobility was thorough and helped me to understand how to use it.
4.89	15	The information on Vision was thorough and helped me to understand how to use it.

Level 2: Knowledge Acquisition
Knowledge gain was collected for the March training workshop entitled, Communication for Learners Who are Deaf/Blind. Twenty-three participants completed pre and post written tests to assess their knowledge gain. The reported per cent of change was 12% to 76%.

Level 3: Performance/Implementation
As a follow-up to the Summer Institute in Year 2 Action Plan implementation was measured. Implementation was measured with 17 teachers. Of 67 activities (representing the 17 teachers 32 were implemented, 25 were partially implemented, 9 had no progress, and 1 was discontinued.

PRODUCTS

Manuals

The Kansas Checklist for Identifying Characteristics of Effective Inclusive Programs, November, 1993.

Curricular Adaptations: Accommodating the Instructional Needs of Diverse Learners in the Context of General Education. (December, 1993). KSBE: Alice Udvari-Solner, Ph.D.

An Introduction and Video Guide for Developing Collaborative Teams for Inclusion-Oriented Schools. (May, 1992). KSBE: Kim Bodensteiner.

Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual. (December, 1992). KSBE: Kim Bodensteiner.

MAPS: A Plan for Including All Children in Schools. (1990). KSBE.

Setting a New Course: Defining Quality Lifestyles for Students with Dual-Sensory Loss. (1992). KSBE: Pat Barber, Ph.D.

The Kansas State-Wide Resources for Students with Deaf-Blindness. (1994). KSBE.

Video

MAPS: A Plan for Including All Children in Schools. (1991). 30 minute and 20 minute version.

Collaborative Teaming for Inclusion-Oriented Schools. (1992). 30 minute version and 15 minute version.

Integrating Related Services. (1992). 20 minutes.

Learning and Belonging: Inclusive Schools and Communities. (1992). 20 minutes.

Other

SPOTlight on Kansas: Special Education Outcomes Team, newsletter published quarterly by the Kansas State Board of Education, Special Education Outcomes Team

Inclusive Education Resource Collections are housed at four service centers in Kansas.

Professional Information Network (Project Pin), houses a loan library with videos, books, and manuals dealing with special education issues and inclusion.

All products described above are unpublished documents available from KSBE or Greenbush through the South East Special Education Cooperative.

DISSEMINATION ACTIVITIES

This project specifically addressed dissemination through two objectives in Goal 7 of this proposal. This project acts as a clearinghouse for the vast library of state housed at the Southeast Special Education Cooperative Service Center Under the direction of the Project Staff the library materials are regularly and systematically updated for family and service providers about exemplary practices for children and youth with Deaf-blindness. Additionally the families and service providers are regularly updated on training activities in Kansas and the nation as well as promising practices and materials through the KSBE sponsored newsletter.

IMPLICATIONS OF FINDINGS

This project suffered in evaluation data from unpredictable and frequent turnover of project staff. Materials to collect data were developed appropriate for activities, however the momentum to collect the data was interrupted.

OTHER INDICATORS OF PROJECT EFFECTS

The materials and procedures developed and validated on this project are currently being used by Project SEIK, the Severe Disabilities System Change Project. Many of the products of this project are also incorporated into the teacher preparation program in the Special Education Department at the University of Kansas and around the country.